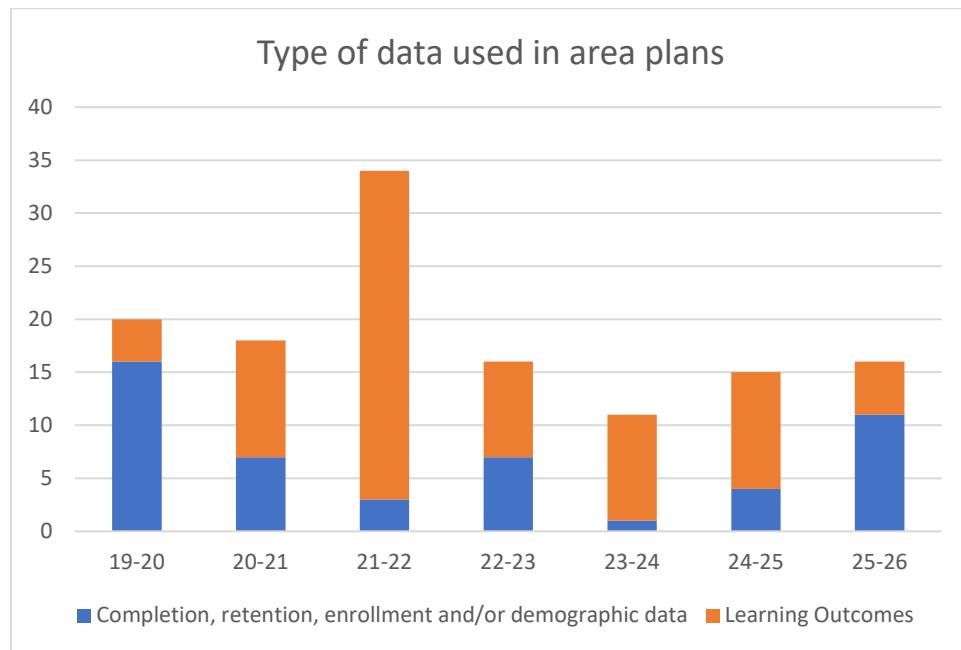


WVC Assessment Analysis

Instruction program area plans for the past seven years (19-20, 20-21, 21-22, 22-23, 23-24, 24-25, 25-26) were reviewed to evaluate the use of data that is incorporated into annual area plans and assessment vignettes at WVC; see Table 1 and Figure 1 below.

Figure 1. Type of data used in the area plans



*If area plans had more than 1 type of data, it was noted here as 1 data type.

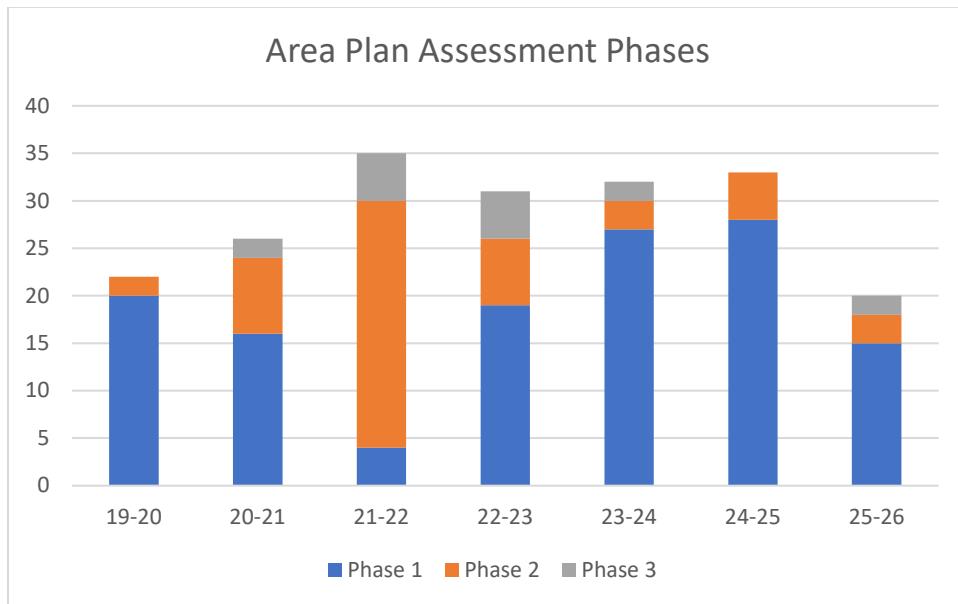
Table 2 and Figure 2 (below) evaluate the cycle of assessment at WVC over the past five years by documenting the number of programs asking assessment questions and their phase in the assessment cycle of inquiry. Here is how the phases are defined:

- Phase 1 – Program has identified an assessment question and they plan to start collecting data;
- Phase 2 – Program has collected data to answer an assessment question. As a result of this data collection, the program has proposed interventions to improve student learning and/or they have proposed to dig deeper and further evaluate this assessment question; and
- Phase 3 – Program is closing the loop on assessment indicating that the program has evaluated a second round of data collection to assess the change implemented as a recommendation of Phase 2. Programs may also be in Phase 3 if the initial evaluation of student learning indicates that students are achieving the benchmarks for success. Either way, once a program has reached Phase 3, they should work towards identification of another assessment question to re-start the cycle of inquiry.

Table 2: Phase of Assessment documented in Instruction Program Area Plans

| Year | Phase 1 | Phase 2 | Phase 3 | Total # of Area Plans with Assessment Question |
|-------|---------|---------|---------|--|
| 19-20 | 20 | 2 | 0 | 22 |
| 20-21 | 16 | 8 | 2 | 26 |
| 21-22 | 4 | 26 | 5 | 35 |
| 22-23 | 19 | 7 | 5 | 31 |
| 23-24 | 27 | 3 | 2 | 32 |
| 24-25 | 28 | 5 | 0 | 33 |
| 25-26 | 15 | 3 | 2 | 20 |

Figure 2. Assessment Phases



Analysis of Tables 1 and 2 and Figures 1 and 2 indicate the following trends:

- In the 21-22 academic year, 92% of area plans contained data. This represents the focus on assessment trainings and use of data in area plans that occurred in 2019-2022. In other years, data incorporation into area plans has ranged from 34-63%. In the last couple of years, WVC has improved access to data, however, we need to help faculty access and reflect on data and use it to identify areas that need improvement and/or identify assessment questions.
- In the last seven years, the percentage of faculty including an assessment question in the area plan has ranged from 65% to 100%. In the 25-26 academic year, there were fewer assessment questions because faculty were concerned about budget and therefore, many area plans focused on describing program improvements to boost enrollment. Under the assessment component of the area plan, many faculty described tracking enrollment changes that might result from changes in course, program, or modality offerings.

That said, WVC program chairs are constantly working on course and program changes to improve student learning at WVC even if that is not adequately captured in the most recent versions of area plans. For example, here are some excerpts of the program improvement work that is ongoing at WVC.

- Course fees are being used to purchase copies of the book for the library to improve student access (Anthropology).
- Building community partnerships by offering Continuing education seats in WVC classes (Art).
- Securing grant and industry donations to fund students to take the COMPTIA certification testing on-site at WVC; from June – September 11 students took this test to qualify them to work in data centers (Computer Technology).
- Developing Guided Pathways mapping
- Curriculum alignment with industry certification (Microsoft office applications in BCT program)
- Integrating curriculum with industry so that students participate in conferences, newspaper editing, events and internships (Communications)
- Offering short certifications in Spanish (Early Childhood Ed)
- Student and faculty literary journal, Mirror Northwest (English)
- Shortened developmental math pathway, cross-listed ABE-developmental math courses, bought graphic calculators for students, assessed graphing skills across sections (Math)
- Aligned all STEM pathway course offerings to reduce course time conflicts (Math, Bio, Chem, Physics)
- Offering an online MLT program with in-person clinical opportunities and developed an affiliation agreement with Kaiser Permanente to train employees.
- Linking learning outcomes to assignments to evaluate student learning (Nursing)
- Adopting OER to reduce student costs (Political science and other programs)
- Ensuring rigor in College in High school courses (Political science)
- Developing new CTE dual enrollment options (Business Computer Technology)

These are just some of the program improvements described in the 25-26 Area plan documents. Some of this same work is going on in other programs but this list is highlighted to capture the individual program efforts to improve student learning on campus as described in the 25-26 Area plans. WVC faculty are passionate about improving student success and the annual Area plan documents are one tool that captures a snapshot of that improvement work each year.